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ABSTRACT

This is an annotated listing of bibliographies and reference works that provide retrospective and current coverage of the monographic and periodical literature of FL education and that have been selected for the assistance they offer in locating materials judged to be of greatest utility in the teaching of Spanish, Portuguese, and English to speakers of Spanish or Portuguese. Sources include ACTFL, ERIC, LLBA, LTA, DCBBE, and IRAL. Other recommended readings include books, articles, reports, journals, and other sources, such as foreign language newsletters and various language learning guides. (Author/AM)

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Some Suggested References for the Busy FL Teacher

HOW TO MAKE THE MOST OF DAY-TO-DAY LANGUAGE ACTIVITIES

SUGGESTED REFERENCES

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AATSP
Denver, Colorado
11/25/74

FL007018

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SOME SUGGESTED REFERENCES FOR THE BUSY FL TEACHER

Note: The following listing has been prepared for the use of participants enrolled in the AATSP (American Assn. of Teachers of Spanish and Portuguese) Workshop entitled "Changing Community Attitudes to Increase Foreign Language Enrollment: Ideas, Plans and Procedures" and, in particular, for the session dealing with How to Make the Most of Day-to-Day Language Activities (Olivia Muñoz; Robert Gilman)

I. Bibliography and Reference Works that provide retrospective and current coverage of the monographic and periodical literature of FL education.

Introduction. In this section, basic works have been included that emphasize American foreign language (FL) education; however, information can also be found in these aids that deals with practices in other nations.

FL education includes principles, methods, procedures, techniques and materials used to impart competence in an unfamiliar language often, but by no means exclusively, to students whose native language is English, generally within the confines of an organized academic setting. It is not a discrete area of study, but in its structure and pedagogy draws freely upon major premises from such related fields as linguistics, administration, psychology, anthropology, sociology and physiology. Through career education and other aspects it can be related to all areas of the curriculum, although to date the greatest overlap has been with social studies, language arts, and the humanistic areas of art, music, and literatur

The bibliographies and reference works cited here obviously do not provide exhaustive coverage of all of these diverse fields. Rather, in each case, they have been selected for the assistance they offer in locating materials judged to be of greatest utility in the teaching of Spanish, Portuguese, and English to speakers of Spanish or Portuguese.

A. Bibliographies

1. ACTFL [American Council on the Teaching of Foreign Languages] Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages, published in Foreign Language Annals, 1967-1973. 62 Fifth Ave., New York, N.Y. 10011.

In terms of scope, focus and utility this is the most significant bibliography currently available for the intended users of thisguide. To date, six ACTFL-sponsored annual listings have appeared, 1967-1972; a listing for 1973 is forthcoming. Retrospective coverage of the field is provided by the closely-related Birkmaier-Lange," Selective Bibliography on the Teaching of Foreign Languages, 1920-1966," published in Foreign Language Annals 1(1968): 318-32 (the journal of the American Council on the Teaching of Foreign Languages). It is interesting to note that in the preface to this work the compilers stated: "we think this selection of references can be useful for... the classroom teacher [who] will often be led to documents that can help solve immediate problems. We hope this bibliography will arouse in foreign language teachers an interest

in the important, but now frequently forgotten, work done in the past, so that the profession may avoid wasting talent, time, and money on problems for which solutions already exist."

Each annual listing, 1967-72, has been limited in general to items published during its respective year. All are available in issues of Foreign Language Annals (FLA) as follows: 1967 (FLA 1:85-90; 178-81; 270-80; 371-87), 1968 (FLA 2:483-525), 1969 (FLA 3:629-68), 1970 (FLA 4:429-484), 1971 (FLA 5:489-559), 1972 (FLA 6: 539-645).

Also, since 1969 the ACTFL Annual Bibliography has appeared as Vol. 4 in the "Library Edition" of the MLA (Modern Language Association) International Bibliography, complementing with its listing on pedagogy the listings on literature in vols. 1 and 2 and those on linguistics in vol. 3.

Although the classification system in particular has been modified somewhat over the years in response to input from users, this description, based on the latest available (1972) Bibliography, would apply in general to the entire series. The bibliography was compiled from a master list of c.300 U.S. and foreign journals and from various book sources relating to the field of foreign language education. The focus is upon pedagogy in modern foreign languages, Latin and Greek, English as a foreign language and applied linguistics, and the coverage is selective rather than exhaustive; the time lag has been about 10 months.

Under the direction, since 1968, of the eminent FL bibliogapher Dale L. Lange, a committee of over fifty people, each expert in the area(s) for which he contributed or collected entries, have listed "only those items actually seen, in no case relying merely on publishers'announcements or entries in some other bibliography." As a part of the MLA Bibliographical System, the Bibliography followed the style of entry contained in the new Style Sheet and General Principles and Prodedures prepared by Harrison T. Meserole, the MLA Bibliographer. As explained in a clear and complete set of instructions to users, in terms of classification, each item is numbered and entered only once, "in the place where it will attract the largest number of users," but extensive "see" and "see also" references are provided. There is a general section, followed by ten sections of central importance to FL teachers: linguistics, culture, literature, curriculum, materials, psychology of language learning, teacher education, methodology, equipment, and testing. Where appropriate, subdivisions by level (e.g. elementary, secondary, higher), language, and other useful categories are also provided. Within each subdivision, entries are by author and include title, source, and ERIC (Educational Resources Information Center)— EDRS (ERIC Document Reproduction Service) ordering data, if the document is available for purchase from this service.

Other user aids include a detailed table of contents, a combined master list of publications and table of abbreviations, a

listing of Festschriften and other analyzed collections (to which cross-references are made), an author index, a list of contributors (by section), and information on how to order ERIC reports in microfiche form and hard copy.

2. ERIC [Educational Resources Information Center] Clearinghouse on Languages and Linguistics English language abstracts and related bibliographical services. Center for Applied Linguistics (CAL), 1611 North Kent St., Arlington, Va. 22207. From their inception in 1966 to July, 1971, two ERIC Clearinghouses provided bibliographical aid in this area: The MLA - administered Clearinghouse for the "Teaching of Foreign Languages," which processed documents into ERIC dealing with the teaching of the commonly taught languages - French, German, Italian, Russian, Spanish - and Latin and Ancient Greek, and the CAL - sponsored Clearinghouse for "Linguistics and the Uncommonly Taught Languages," which processed ERIC documents dealing with all other foreign languages, including English for speakers of other languages, and linguistic research. In July, 1971 these two clearinghouses were combined into one unit on "Languages and Linguistics," which was administered by the Modern Language Association (MLA-62 Fifth Ave., New York, N.Y. 10011) until July, 1974, when the clearinghouse contract was transferred to the Center for Applied Linguistics.

The Clearinghouse on Languages and Linguistics is one of 16 clearinghouses (as of August, 1974) that make up a

nationwide information system sponsored by the National Institute of Education (NIE). The system attempts to provide information on significant current documents, especially those that may not appear in widely-circulated publications, and to make them available, either through normal publications channels or through the ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Md. 20014.

Each clearinghouse focuses on a separate subjectmatter area and seeks to acquire, select, abstract, index, store, retrieve, and disseminate information about basic and applied educational research, innovative ideas, emerging knowledge and resources. During MLA sponsorship, an Advisory Board to the Languages and Linguistics Clearinghouse, composed of experts, monitored tests for evaluating the educational significance of each submitted document in terms of its originality, substance and potential impact. As they stated: "MLA/ERIC cannot be a repository for ideas which have frequently been expressed in print, nor for unsubstantiated opinions, nor for reports on so-called research or experimentation that are merely descriptive testimonials, nor for commercial messages."

The Clearinghouse has actively solicited "not only ... typical research reports with their hypotheses, test methods, and findings, but also published and unpublished conference papers, newsletters, speeches, curriculum guides or studies, interim project reports, books, [but not texts] and other works that... will have value for FL and TESOL teachers, linguists, administrators, researchers, and the public."

Specific areas covered have been instructional methodology, psychology of language learning, presentation of the cultural and intercultural content, application of linguistics, curricular problems and developments, and teacher training and qualifications specific to the teaching of languages. Also included have been reports and documents dealing with psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and instructional materials related to commonly and uncommonly taught languages, including English for speakers of other languages. Primary emphasis has been upon U.S. sources. The descriptive abstracts, many extensive, together with basic bibliographical information and prices of the documents, are organized under subject headings in Research in Education (RIE), a monthly catalogue (with annual accumulations) available from the U.S. Government Printing Office, Washington, D.C. 20402. Many larger libraries now offer patrons computer searches of all materials in RIE (accessioned by the 16 clearinghouses) and the Current Index to Journals in Education (CIJE), based on descriptors available in a special ERIC Thesaurus. CIJE covers more than 500 educational periodicals and indexes c. 1,000 articles each month (A main entry section, and subject, author, and source journal indexes are provided; index subject headings are consistent with those in RIE, but abstracts are not included). Thus, by means of a computer search, the FL teacher can easily locate extensive amounts of relevant information available in sources primarily concerned with areas beyond the normal parameters of his own professional field (e.g., Career Education, Information Resources, Social Studies).

The Clearinghouse on Languages and Linguistics has worked closely with The American Council on the Teaching of Foreign Languages (ACTFL), regularly including in Foreign Language Annals (FLA), the latter's official quarterly journal, a section on ERIC-related activities: notes, FL projects in progress (including research grants) and abstracts of selected recent ERIC FL accessions and teacher -prepared materials currently available through ERIC. Classroom FL teachers should find the latter to be an especially valuable feature of ERIC services.

Beginning in December, 1968 FLA has published biannually catalogues (alphabetical listings with 15-topic user index and citations of ERIC-prepared abstracts available in RIE) of documents from all claringhouses related to the teaching of foreign languages which may be obtained in microfiche or hard copy from EDRS (List Number 12 appeared in May, 1974 -- FLA 7:471-91). These contain materials accessioned during the previous six-month period, thus providing quicker access than RIE. MLA/ERIC also sponsored a series of 30 brief Focus Reports, prepared and published by ACTFL, on the Teaching of Foreign Languages. Each provides succinctly detailed, recent information on a specific problem or issue in FL teaching (with a short list of further readings) addressed to classroom teachers and school administrators. Examples: "Songs in the Foreign Language Classroom" - Olivia Muñoz; "New Scheduling Patterns and the FL Teacher" - Jerry D. Arendt; "Dramatics

in the FL Classroom" - E.J. Blanch; "The Question as a Technique in FL Teaching" - D.D. Harrell; "Some Techniques for Teaching Vocabulary" - J. Michel and P. Patin; "Extracurricular Foreign Language Activities" - Heidi Campbell. (All are available from the MLA Publications Center, 62 Fifth Ave., N.Y., N.Y. 10011; a complete list of these and other publications of interest to FL teachers is available upon request; see also FLA, October, 1974, pp. 614-19).

MLA/ERIC also supported the preparation of the ACTFL Annual Bibliography on the Teaching of Foreign Languages (See Item 1, above).

The TESOL Quarterly contains regular listings with abstracts of ERIC accessions dealing with the teaching of English to speakers of other languages.

3. Language and Language Behavior Abstracts. (LLBA). Center for Research on Language and Language Behavior, the University of Michigan. Subscription address: 73 Eighth Ave., Brooklyn, N.Y. 11215; Editorial address: 204 East Huron St., Ann Arbor, Michigan 48108. Started in January, 1967 and published quarterly in January, April, July and October, each issue contains over 1,000 substantial descriptive and evaluative English language abstracts prepared by a staff of experts from c 1,000 publications (periodicals, progress and technical reports, occasional papers, monographs, and conference proceedings) in over 30 languages and 25 disciplines that are regularly screened (Anthropology, Applied Linguistics, Audiology, Clinical Psychology, Communication Sciences, Education, Gerontology, Laryngology, Linguistics, Neurology, Otology, Pediatrics, Pharmacology, Philosophy, Physiology, Psychiatry, Psycho-

linguistics, Psychology, Rhetoric, Semiotics, Sociolinguistics, Sociology, Speech, and Speech Pathology).

The criteria for selection are: studies in which the independent or dependent variables, or both, are verbal; studies whose experimental design parallels that employed in language studies; general theoretical contributions and related studies. Normally excluded are "popular" studies and those whose interest is primarily historical.

Abstracts are alphabetically and numerically ordered under descriptive headings and subheadings. Of particular interest to FL teachers is the substantial amount of material in the category "Non-native language acquisition - foreign language learning," which seeks to review all U.S. and international publications containing articles on this subject.

Each issue has abstracts of relevant articles received up to one month prior to the date of publication, and author, subject, book review, and source of publication indexes, (Issues published prior to 1972 contain only author and source of publication indexes) as well as a books received list and publishers' addresses. There is an annual cummulative index, a four-part cummulative index to the first five volumes (1967-1971), and a computerized retrieval service.

4. Language-Teaching Abstracts (LTA). Compiled and edited jointly by the English-Teaching Information Centre of the British Council (ETIC) and the Centre for Information on Language Teaching and Research (CILT). Published by Cambridge University

Press (American Branch: 32 East 57th St., N.Y., N.Y. 10022) quarterly (January, April, July, October) since January, 1967. Substantial descriptive and evaluative summaries of articles from c. 400 British and international journals are regularly examined by a staff of experts as sources for abstracts; others are added as they appear. Covered is relevant work in psychology, linguistics, language studies, teaching methodology and technology, and experimental teaching. Literary studies are not normally included. All abstracts are written in English, although the titles of articles and journals are given in the original language. Major headings in the numbered classification are: language and linguistics, studies of particular languages, and language learning and teaching. Arrangement of entries is alphabetical within each category. Some issues have current research supplements and all contain brief notes of new books concerned with languages and language teaching. The latter feature constitutes a quarterly supplement to two extensive CILT-ETIC guides to "authoritative and useful works on the theory and practice of foreign language teaching" (A Language-Teaching Bibliography, Cambridge University Press, 1968; 2d. ed., 1972). It can be seen that LTA provides much information not otherwise readily available to American FL teachers.

5. Portilla, Marta de la. Textbooks in Spanish and Portuguese: A Descriptive Bibliography, 1939-1970. Compiled by Marta de la Portilla and Thomas Colchie. Modern Language Association Publications Center and ERIC Clearinghouse on Languages and Linguistics (62 Fifth Ave., New York, N.Y. 10011.), 1972. 128 pp. $7.50. For each language, this annotated bibliography

lists under the following 16 categories books published in the U.S. for use by high school and college students whose first language is English: first-year texts, review grammars and composition books, integrated series, composition and conversation manuals, works by one author, anthologies, readers, culture and civilization, commercial and technical, supplementary materials, dictionaries, reference grammars, literary criticism, linguistics and methodology, phonetics and pronunciation, and bibliographies. Each of the two language sections contains both Peninsular and Latin American materials. The textbook categories were designed to be as complete as possible, while in the reference categories the aim was to present a limited but useful selection of materials. For each language there are two indexes: Authors and Editors, and Titles. There is a single index of Publishers and a single index of Geography. In general, the bibliography excludes books printed in foreign countries (except for two Supplements to Libros en venta en 20 países de las Américas y España, pub. by Bowker), books for graduate level classes, Foreign Language in the Elementary School (FLES) materials, English translations and bilingual texts of literary works, textbooks prepared for single-institution language systems, textbooks for exclusive use of government institutions, and self-teaching books and guides for travelers.

In regard to the abstracts, the compilers state: "The descriptions are not critical judgments. We have made a special effort to indicate types of exercises, but not to evaluate their effectiveness."

Note: Two annotated bibliographies that help cover important

exclusions from the above reference (FLES materials and books published in Spanish-speaking countries) have been edited and published by the California State Department of Education: Bibliography of Spanish materials for Children, Kindergarten through Grade 6, Sacramento, 1971 (40 pp.) and Bibliography of Spanish Materials for Students, Grades Seven through Twelve, Sacramento, 1972 (104 pp).

6. CARTEL: Annotated Bibliography of Bilingual Bicultural Materials No. 12. Cummulative Issue. 1973. Education Service Center, Region 13 (Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721). 1973. 210 p. (EDRS Price: MF-75¢, PC-$10.20; ED 086 429.)

Approximately 400 books, curriculum guides, journals, and educational resource materials published between 1967 and 1973 are listed. Emphasis is upon recent classroom materials produced and field tested by several Centers in the United States specifically for bilingual, bicultural programs. The majority of the citations are to materials for the Spanish-speaking, but also included are materials for the Portuguese, French, Chinese, Russians and Native Americans. The purpose of the listing is to share with bilingual bicultural project personnel information needed for the acquisition of relevant materials for their programs, but many items should be equally valuable for teachers of Spanish and Portuguese. All materials listed must be available in the U.S. or its territories (an asterisk indicates items published by or available from the Austin Dissemination Center) and must relate to Title VII

Elementary and Secondary Education Act or other bilingual bicultural programs. Annotations are in English, are descriptive rsther than evaluative, and typically include the following, in this order: title, author or developing agency, name and address of publisher, publication date, number of pages, language(s) used, intended audience or level, and descriptive statement. There are title, author, and subject indexes, and an alphabetical list of publishers and distributors. It is important to add that since January, 1973 Cartel has appeared in attractive monthly installments and may be obtained by writing directly to the Austin Center.

Note: Mention should also be made of an excellent complementary bibliographic source: Materiales en Marcha, which has been issued monthly since July, 1972 by the Materials Acquisition Project (MAP--2950 National Ave., San Diego, Ca. 92113). $5/year (free to Title to Title VII and ESAA bilingual bicultural programs). It contains extensive evaluative annotations, prepared by experienced teachers and other knowledgeable persons, of Spanish and Portuguese materials published or produced outside of the U.S. which are suitable for use in American bilingual bicultural programs. Emphasis is given to how materials can be used or modified for use in the classroom. Also included are brief articles on ideas and issues on bilingual, bicultural education and innovative programs. In addition, MAP has a related free annotated bibliography on elementary and secondary materials from Portugal, which provides

information on contents, level, suggestions for use and availability (A bibliography on Brazilian materials is also planned).

B. Reference Works

1. ACTFL [American Council on the Teaching of Foreign Languages] Review of Foreign Language Education. 6 Vols, 1968-1974. National Textbook Company, 8259 Niles Center Road, Skokie, Ill. 60076. (Also cited as ACTFL Annual Review of Foreign Language Education; continues Britannica Review of Foreign Language Education [Vols. 1-3]; all six vols are available in paperback from National Textbook Co. for $37.50).

Issued yearly, this is the most comprehensive, authoritative and up-to-date reference work in the field of American foreign language education. Every volume has been edited by an eminent authority and consists of a series of review chapters (each with an extensive appended bibliography keyed to the text) prepared by outstanding practitioners and others who are expert in their respective specializations. The Review is an annual attempt to "collect, analyze, synthesize and interpret classroom practices, trends, issues, and research" in FL education. In Vol. 1 (1968), individual chapters covered the theory and practice as well as the content and organization of FL teaching and learning; Vol. 2 (1970) focused on individualized instruction and reviewed work in the teaching of English as a second language; Vol. 3 (1971) had as its theme Pluralism in Foreign Language Education; Vol. 4 (1972-subtitled:

Foreign Language Education: A Reappraisal") attempted to predict future developments on the basis of past experience in methodology, teacher education, research, student factors, materials and equipment curriculum, testing and evaluation, administration, learning environment, and bilingual education. Vol 5 (1974 - subtitled: "Responding to New Realities") dealt with the implications for present practice of a number of emerging trends; Vol. 6 (1974 - subtitled: "The Challenge of Communication"), explores many facets of this important topic, including rationale, public awareness, affective education, study abroad, and bilingual, bicultural education. Indexes to topics and to persons and institutions cited are provided.

2. International Review of Applied Linguistics in Language Teaching (IRAL). Published quarterly by Julius Groos Verlag, P.O. Box 629, 6900 Heidelberg, Germany. 1963—.$12/year.

FL teachers who are interested in theory and research that can be applied in the classroom will find it worthwhile to check this reference source frequently. IRAL is "devoted to problems of general and applied linguistics in all their various forms." International in coverage, many articles and reviews are written in English (contributions are published in English, French and German) and are not excessively technical; extensive evaluative reviews of recent works are included in each number.

3. Kelly, Louis G. 25 Centuries of Language Teaching; An Inquiry into the Science, Art and Development of Language Teaching Methodology, 500B.C. - 1969. Rowley, Mass., Newbury House, 1969.

An extensive, authoritative historical survey of the teaching of foreign languages, whose presentation follows the comprehensive numbered schema used by William F. Mackey in his Language Teaching Analysis (Indiana U. Press, 1967). Thus the development of any specific aspect (e.g., inductive methods of teaching grammar, the teaching of composition, cultural aims) can easily be traced among "the countries whose intellectual traditions are derived from Greece." The major divisions are entitled: Getting the Language Across; Making the Language a Habit, What is to be Taught?; How is the Course Ordered?; the Means of Transmission; Where Have the Ideas Come From?; and What Has Happened to the Ideas? Two bibliographies are keyed to the text: 1,171 primary sources, which include discussions of language teaching principles and practice, and 226 secondary sources, composed of histories of education, scholarship, and human sciences. The author is careful to note: "Although there are proportionately more sources from the twentieth century for a book such as this, it does not thereby follow that over the last seventy years more original or more constructive thinking has been done than during the preceding two thousand." There are also subject and author indexes. This work can be viewed as an indispensable reference for any FL educator who wishes to put a current practice into historical perspective.

4. Ebel, Robert L., ed. Encyclopedia of Educational Research. 4th ed. New York, Macmillan, 1969. "Modern languages" by John B. Carroll, pp.866-74.

Professor Carroll, a leading expert in the psychology of language learning and related research, has provided succinct summaries of important research developments and FL teaching trends from 1960 to 1967, a period of great support for, and expansion and change in, American FL education. His review is organized under these headings: history, linguistic and psychological theory, problems of instruction, descriptive and comparative studies of method, special methodological problems, student characteristics, measurement of achievement and proficiency, and the foreign-language teacher. Over 150 selected references are included. The Encyclopedia of Educational Research has had an article devoted to FL education approximately every 10 years (1941 , 1950, 1960, 1969), each updating the preceding contribution.

5. Travers, Robert M.W., ed. Second Handbook of Research on Teaching. Chicago, Rand McNally, 1973. "Research on Teaching Foreign Languages" by Emma M. Birkmaier, pp. 1280-1302.

Primarily a survey of trends and research findings during the period from 1967 to 1970, this review should be used with the previously cited Carroll article (No. 4, above)for two reasons: (1) While Carroll indicated what could be done with plentiful financial support from the Federal Government, Birkmaier documents a pattern of retrenchment brought on by a number of factors, which are identified and discussed; and (2) Birkmaier writes principally from another valid point-of-view-thatofa teacher educator. Her discussion is organized under these headings: enrollment trends, linguistic and psychological theory, student characteristics, objectives and evaluation,

curricula and instruction, and the foreign language teacher. Over 200 selected references are included.

6. Love, William D. and Lucille J. Honig. Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12. New York: Modern Language Association, 1973. 361 pp. (Available from the MLA Publications Center, 62 Fifth Ave., N.Y., N.Y. 10011. $3.50).

This reference contains descriptions of 51 innovative American FL programs -- from "total immersion", study-abroad, and individualized programs to mini-courses, summer camps, and FLES enrichment institutes--based on a 1972-73 survey undertaken jointly by the American Council on the Teaching of Foreign Languages and the Far West Laboratory for Educational Research and Development. Guidelines for selection of programs for inclusion were: (1) the program is on-going, (2) it is innovative, (3) it is consistent with its stated goals, (4) program outcomes give evidence that it works, and (5) the program is articulated vertically. Reports, depending on length and complexity of program, contain all or some of the following topics: (1) overview of the program, (2) program development and present status, (3) target audience, (4) program goals and/or goals for students, (5) student grouping and scheduling arrangements, (6) methodology and representative content, (7) credit and articulation, (8) materials and facilities (9) roles of teachers and other personnel, (10) training requirements, (11) role of community, (12) program evaluation,

(13) funding and costs, (14) adaptability of concept to other places, (15) available descriptions, and (16) contact person, address and telephone. A subject index is included.

II. Some Recommended Readings

A. Books, Articles, and Reports

Allen, Edward D. and Rebecca M. Valette. Modern Language Classroom Techniques: A Handbook. New York: Harcourt, Brace and Jovanovich, 1972. 306 pp.

A source book which offers hundreds of specific instructions, examples and illustrations (in French, German and Spanish) for direct application in the classroom, covering all four skills and culture. Sample lesson plans for various levels are contained in the appendix.

Chastain, Kenneth. The Development of Modern Language Skills: Theory to Practice. Philadelphia, Pa.: Center for Curriculum Development, 1971. 416 pp.

A clearly written text designed to help the FL teacher "accept the responsibility of being continually informed of what is happening in the field and related areas--and why.... The objective ... is to stimulate reflection, evaluation, and conviction as to techniques and procedures best for the individual teacher himself." Many practical, useful suggestions are included.

Dacanay, Fe R. Techniques and Procedures in Second Language Teaching. New York: Oceana Publications, 1967. 538 pp.

Prepared for teachers of English in the Philippines, this monograph is a treasure house of specific techniques useful in varying day-to-day language activities in any FL classroom.

Georgetown University Monograph Series on Languages and Linguistics. Annual reports of Round Tables, 1951-present. Institute of Languages and Linguistics, Georgetown University Press, Washington, D.C. 20007.

Contain much useful information for FL teachers. For example, the 21st Round Table (1970) dealt with bilingualism and language contact: anthropological, linguistic, psychological, and sociological aspects.

Gorden, Raymond L. Living in Latin America: A Case Study in Cross-Cultural Communication. Skokie, Ill.: National Textbook Co., 1974. 177 pp.

A detailed description, analysis and interpretation of communication barriers between North Americans and Colombian host families. A concluding chapter draws implications for FL teachers who wish to understand how "cross-culturally dissonant silent assumptions act as barriers to communication for anyone immersed in any foreign culture."

Green, Jerald R., ed. Foreign Language Education Research: A Book of Readings. Chicago: Rand Mc Nally, 1973.
Excellent review of current developments prepared by experts.

_____. A Gesture Inventory for the Teaching of Spanish. Skokie, Ill.: Rand Mc Nally, 1968.
Important reference on non-verbal communication. Peninsular gestures are described, but many are also applicable in Hispanic America.

Grittner, Frank M., ed. Careers, Communication and Culture in Foreign Language Teaching; A Guide for Building the Modern Curriculum. Selected papers from the 1974 Central States Conference on FL Education. Skokie, Ill.: National Textbook Co., 1974. 144 pp.
Eleven stimulating papers that present practical suggestions for making the FL curriculum relevant to the present generation of students. (Examples: Jerry Arendt, "Capturing Student Interest with Visuals;" George Giannetti, "Variety in the Advanced Spanish Class: Emphasis on Art, Music and Drama.") Many practical suggestions for the classroom.

_____. ed. Student Motivation and the Foreign Language Teacher: A Guide for Building the Modern Curriculum. Selected papers from the 1973 Central States Conference on FL Education. Skokie, Ill.: National Textbook Co., 1974. 143 pp.
Nine worthwhile contributions that focus upon the role of the teacher as motivator of his students and co-learner with them, how to reach a larger number of students, and recommendations concerning the content, nature, and scope of the FL program. Lots of practical ideas for the classroom.

_____. Teaching Foreign Languages. New York: Harper and Row, 1969. 370 pp.
Presents a broad, objective and thoughtful discussion of FL teaching in a concise, clear, easy-to-read style. Contains suggested minimal course content for Spanish, Levels I-IV (pp. 10$-16).

_____. and Fred H. LaLeike. Individualized Foreign Language Instruction. Skokie, Ill.: National Textbook Co. 1973. 111 pp.
"A step-by-step guide for implementing, administering, equipping, staffing, and evaluating a FL program (based on conventional texts and materials) in which each student is encouraged to learn at his own pace and in a manner compatible with his characteristics as a learner." Based on the successful West Bend, Wisconsin, Program in French, German and Spanish.

Honig, Lucille J. and Richard I. Brod. Foreign Languages and Careers. 1974. 31 pp. Avail. from MLA Publications Center, 62 Fifth Ave, N.Y. 10011. 75¢.
Excellent current information on the uses of FL study in various professions from business to library science, tourism and teaching.

Jenks, Frederick L. Planning to Teach Culture: An Instructional Manual. 1972. Advancement Press of America, P.O. Box 07300, Detroit, Mich. 48207. 80 pp. $4.00.
Outlines general processes for teaching about culture and gives specific examples from Mexican culture.

Lafayette, Robert C. A Foreign Language Option: The Mini-course : Curriculum Report, Vol. 3., No. 1 (Oct., 1973). National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041. 12 pp. 50¢.
Excellent, succinct discussion, which includes list of possible topics, teacher references, scheduling patterns, and descriptions of on-going programs, with persons to contact. Distributed without charge to all NASSP members, hopefully it will have widespread impact on educational decision makers.

Lambert, Wallace E. Language, Psychology, and Culture: Essays by Wallace E. Lambert. Selected and introduced by Anwar S. Dil. Stanford, Calif: Stanford University Press, 1972.
Valuable discussions by a leading expert on bilingualism. Bibliographies are included.

Lipton, Gladys and Jerome G. Mirsky. "Foreign Language Education". (pp. 127-55). In William J. Ellena, ed. Curriculum Handbook for School Executives. Arlington, Va.: American Assn. of School Administrators, 1973. A concise overview of the state of the art. Particularly important for its potential impact upon educational decision makers.

Logan, Gerald E. Individualized Foreign Language Learning: An Organic Process (A guide to initiating, maintaining and expanding the Process). Rowley, Mass.: Newbury House, 1973. 136 pp.
One of the foremost practitioners of individualized instruction describes his German program at Live Oak High School in Morgan Hill, California. Rationale; careful descriptions of essential details; samples of goals, forms, and classroom arrangements are provided. An excellent source of ideas for teachers of any FL.

Miller, J. Dale and Russell H. Bishop. USA-Mexico Culture Capsules. 1974. Culture Contrasts Co., 2550 East 3370 South, Salt Lake City, Utah 84109. 102 pp.
c. fifty cultural traits are contrasted side-by-side with following "Lets relate it" sections. Excellent resource material for Spanish classrooms.

Northeast Conference on the Teaching of Foreign Languages. Annual conference reports, 1954-74. Avail. for $4 each from MLA Publications Center, 62 Fifth Ave., N.Y. 10011.
Recent Reports: 1969-Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids; 1970-Foreign Languages and the 'New'Student (includes questionnaires designed to help teachers understand their students' attitudes and help them revise courses, materials and procedures) 1971-Leadership for

Continuing Development; 1972-Other Words, Other Worlds: Language-in-Culture; 1973-Sensitivity in the Foreign-Language Classroom; 1974-Toward Student-Centered Foreign-Language Programs (includes teacher training for; implementation; and careers, community and public awareness.

Paquette, F. André and Suzanne Tollinger. A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish. 1970. MLA Publications Center, 62Fifth Ave, N.Y. 10011. 227 pp. $7.50.
Contains discussions of the main purposes of tests, treats the principal kinds of testing devices for FL teaching, and has a section on the interpretation of test results; individual section on testing in Spanish.

Rivers, Wilga M. et al, eds. Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. Rowley, Mass.: Newbury House, 1972. 341 pp.
Articles deal with important aspects of an increasingly vital area of FL instruction.

Seelye, H. Ned, ed. Perspectives for Teachers of Latin American Culture. Springfield, Ill.: Office of Public Instruction, 1970. 170 pp. (Mimeo.).
Sixteen valuable contributions to the field. See also two other related publications edited by Ned Seelye for the Illinois Office of Public Instruction: Teaching Cultural Concepts in Spanish Classes (1972), and A Handbook on Latin America for Teachers: Methodology and Annotated Bibliography (1968).

_____. Teaching Culture: Strategies for Foreign Language Educators. Skokie, Ill.: National Textbook Co., 1974. 188 pp.
Excellent source of recent approaches to teaching culture and correlating it to the classroom curriculum. Methods for achieving seven cultural goals, end-of-year performance objectives and learning activities, a cultural knowledge test, and an extensive, current selected bibliography are important features.

Valette, Rebecca M. Modern Language Testing: A Handbook. New York: Harcourt, Brace and Joanovich, 1967. 200 pp.
Still a valuable handbook for the classroom FL teacher. Part 1 contains a simple yet thorough introduction to relevant principles and procedures of testing. Part 2 is filled with specific examples of types of items which may be used to test listening, speaking, reading, writing, and culture and literature.

_____ and Renee S. Disick. Modern Language Performance Objectives and Individualization: A Handbook. New York: Harcourt, Brace and Jovanovich, 1972. 260 pp. Extensive discussion, with numerous examples of (1) methods of classifying, setting, and using performance goals in general; (2) techniques for developing and measuring student attitudes, feelings, and values; and (3) stages of behavior and specific performance goals for teaching listening, speaking, reading, writing, and aspects of culture and literature.

Walsh, Donald D., ed. A Handbook for Teachers of Spanish and Portuguese. Lexington, Mass.: D.C. Heath, 1969. 338 pp.
Sponsored by AATSP, this reference contains much useful information on the teaching of Spanish and Portuguese. 21 distinguished authorities, including the editor, have contributed discussions on all levels of language teaching. The Handbook covers a wide range of subject matter, from practical ideas and information on services and materials available to discussions of linguistics and bilingualism. Bibls and Index.

B. Professional Journals to check regularly

American Foreign Language Teacher. 15 East Kirby, Suite 210, Detrit, Mich. 48202. Back copies, while available, $2.50 each. Published quarterly, 1970-1974 (has temporarily suspended publications).
Back issues are well worth checking for a wealth of practical lesson materials and teaching ideas in keeping with AFLTA's goal of "assisting every language educator in his quest to do a better job in the classroom". Special features included posters and "copy-out" items.

Foreign Language Annals and Accent on ACTFL. American Council on the Teaching of Foreign Languages. Annals: Oct, Dec., March, May; Accent: Sept, Nov., Feb., April. $10/year. 62 Fifth Ave., New York, N.Y. 10011.
Complementary publications, both dedicated to "advancing all phases of foreign language teaching." Annals has featured enrollment and other survey results, research-based articles on all aspects of pedagogy, discussions of problems confronting the profession, extensive bibliographies, ERIC acquisitions, and directories of State FL supervisors and newsletter editors. Accent emphasizes practical teaching ideas and materials, news of outstanding past and forthcoming FL events and developments, and information about ACTFL membership services.

French Review. The American Association of Teachers of French. Bimonthly. $10/year. 57 East Armory Ave., Champaign, Ill. 61820.
Seeks to "maintain a good balance of articles, notes and reviews in the three main categories: literature, civilization and pedagogy."

Hispania. The American Association of Teachers of Spanish and Portuguese. Five issues. $8/year. Wichita State University, Wichita, Kansas 67208.
In addition to outstanding articles on literature, there are several sections dealing with items of interest to FLES, high school, and college instructors, and to Spanish and Portuguese teachers in general. An unusual feature is "Textbooks in Perspective" in which texts are reevaluated by users no sooner that three years after they were originally reviewed in Hispania.
Note: AATSP has three cultural units available for rent to individual members ($2.00 each).

Language Learning; A Journal of Applied Linguistics. 2001 North University Building, University of Michigan, Ann Arbor, Mich. 48104. Biannual. $3/year.

Emphasis is upon theoretical discussions and reports of studies dealing with applied linguistics. Classroom FL teachers will find the extensive critical reviews of FL textbooks and reference works to be especially valuable.

Modern Language Journal. The National Federation of Modern Language Teachers Associations. Six issues. $6/year, 13149 Cannes Drive, St. Louis, Mo. 63141.

As stated on the front cover of each issue, MLJ is "devoted primarily to methods, pedagogical research and topics of professional interest to all language teachers". The emphasis has been on teaching methodology rather than on professional problems and organizations.

NALLD Journal. National Association of Language Laboratory Directors. Sunderland Hall, Middlebury College, Middlebury, Vt. 05753. Quarterly. $9/year.

Articles of interest to FL teachers on the use of language laboratories and related media; reviews of equipment and materials.

Proyecto Leer Bulletin. Library Development Program, Organization of American States, Washington, D. C. 20006. Several issues/year, 1966-present. Free upon request.

A joint project of Books for the People Fund, Inc. the O.A.S., the Bro-Dart Foundation, and N.E.H. Objectives are to list and evaluate materials in Spanish (K-12 reading levels) for children, young adults, and adults; help make the books available in U.S. through distributors; provide information on or about Spanish-speaking minorities in U.S. Bibliog. citations, evaluations and sources are provided, as well as information about workshops, Spanish book programs and related news.

Spanish Today. Cruzada Spanish Publications, P.O. Box 1269, Homestead. Fla. 33030. 8 issues. $ 5/year.

Contains cultural, vocabulary and grammar material for dictation, compositions, exercises, and assignments; suitable for "college or advanced high school students." Also has interviews, articles and reports.

TESOL Quarterly. Teachers of English to Speakers of other Languages. 451 Nevils Building, Georgetown University, Washington, D.C. 20007. $14/year (includes the TESOL Newsletter).

Articles about instructional methods, materials, evaluation, planning; curriculum, psychology and sociology of language learning, applications of research from related fields. Also publishes evaluative reviews of textbooks and background books, and ERIC-TESOL abstracts.

Die Unterrichtspraxis For the Teaching of German. The American Association of Teachers of German. Biannual. $10/year (includes German Quarterly and AATG Newsletter). 339 Walnut St., Philadelphia, Pa. 19106.

A practical and useful source of new ideas for all FL teachers, even though the examples are in German.

Yelmo; La revista del profesor de español. Apartado No. 877, Madrid, Spain. Bimonthly. $25/year, airmail (includes free bookmailing and bibliographic services).

"Edited specifically to help teachers of Spanish perfect their techniques, and to provide useful material to make the day to day classroom work more interesting for the pupil and the teacher." "Páginas del estudiante de español" is a regular feature.

C. Other Sources of Information

BABEL/BASTA Material Catalog. 1974. Available free upon request from Babel Media Center, 1033 Heinz St, Berkeley, Ca. 94710. Phone (415) 849-3191.

Describes many bilingual materials that would be of use in Spanish classes.

Bilingual Children's Television, Inc. Villa Alegre Learning Guides. 2150 Valdez St., Oakland, Ca. 94612. Phone (415) 839-5678.

Designed to accompany the bilingual T.V. series, they include cultural notes, activities, key words and expressions, music sections, and reference guides.

Donxell, Mary K. and Pura Belpré. Libros en español: An annotated List of Children's Books in Spanish. New York Public Library, Office of Children's Services, 8 East 40th St., N.Y. 10016. 1971. 52 pp. 50¢.

Bilingual contents: Picture books; young readers; books for the middle age; books for older boys and girls; folklore, myths and legends; songs and games; bilingual books; books for learning Spanish; anthologies; list of sources; author-title index.

Firms whose catalogs you'll want

1. André Paquette Associates, 149 Franklin St., Laconia, N.H. 03246. Phone (603) 524-8434.
2. National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076. Phone (312) 679-4210.
3. Newbury House Publishers, 68 Middle Road, Rowley, Mass. 01969.

Foreign language newsletters. Published by state FL associations, institutions of higher education, and state departments of education. See Foreign Language Annals, Dec., 1973, pp. 197-99 for Directory. Many of the over 60 listed are free upon request. Most cover all FLs and are full of teaching tips, information about materials, conferences and other news of interest to the classroom teacher.

Organization of American States. 1974-75 Catalog of Publications. General Secretariat, Dept. of Publications and Conferences, Washington, D.C. 20006. Free upon request. Useful cultural materials on the region and individual countries, fine arts, music, history, geography, travel. See, especially, Series for Young Americans (heroes and peoples, 25¢ each).

Selected List of Instructional Materials for English as a Second Language, 1974. Center for Applied Linguistics. 1611 North Kent St. Arlington, Va. 22209. Single copies free.
A list for each of the following makes up the set of 6: elementary level, secondary level, college level, adult level, reading, and audio-visual aids.